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ABSTRACT

This policy statement is established to achieve equitable levels of participation for people of color and to create higher education environments in which diversity is valued and promoted within the state of Washington. It presents recommended activities directed at four-year institutions to increase their minority participation, as well as providing measurable and accountable statewide goals for minority participation and achievement and diversity in the public higher education system. These goals are outlined in five areas: enrollment, retention, academic completion, employment, and institutional climate. Recommended action activities include providing core programs, establishing special admissions programs, establishing programs to improve access, requiring and supporting culturally diverse courses, working with local school districts to develop early outreach programs, and promoting affirmative action programs. Attached is a copy of Resolution No. 91-5 of the Higher Education Coordinating Board for the state of Washington. (GLR)

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ED 365 220

STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

POLICY ON MINORITY PARTICIPATION AND DIVERSITY

Academic Affairs Division

1991

HE 027 012

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STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

POLICY ON

MINORITY PARTICIPATION AND DIVERSITY

ADOPTED: JANUARY 29, 1991

Introduction

Participation and achievement levels for people of color in Washington's public higher education system, according to recent reports by the Office of Financial Management and data collected by the Higher Education Coordinating Board, are not encouraging. This situation is troubling given the current level of ethnic/ racial diversity, the anticipated increase in the state's ethnic/racial minority population, and the anticipated demand by employers for more well-trained graduates of all ethnic/ racial backgrounds from our public institutions of higher education.

The seriousness of this situation requires an immediate and sustained effort on the part of the HEC Board and the higher education institutions of the state to improve the participation and achievement of people of color in higher education. This Policy on Minority Participation and Diversity is established to achieve equitable levels of participation for people of color, and to create higher education environments in which diversity is valued and promoted.

Background

The Master Plan (1987) states that:

> Higher education institutions and higher education agencies in this state should provide leadership for the rest of society by establishing and implementing policies and practices that ensure the full participation of...minorities...in higher education programs as students, faculty, staff, and administrators. Special efforts should be made to increase participation of all these groups in decision-making positions (p.36) [Emphasis added].

The HEC Board also endorsed a set of recommendations which directed the four-year institutions to increase minority participation through the following activities:

1. Provide core programs
2. Appoint policy-level staff
3. Establish special admissions programs
4. Develop strategic plans and report annually
5. Establish programs to improve access
6. Establish graduate and professional education programs to improve academic preparation
7. Require and support culturally diverse courses
8. Work cooperatively to develop transfer programs
9. Work with local school districts to develop early outreach programs
10. Work with the private sector to develop and broaden partnerships
11. Seek funds from business for need- and merit-based fellowships
12. Promote affirmative action programs
13. Develop staff development programs
14. Follow up with minority alumni
15. Conduct research and serve as a resource to improve economic development in minority programs

By adopting these recommendations, the Board acknowledged the multi-dimensional nature of the challenge to increase participation levels and achieve diversity.

The 1989 Master Plan Update concluded that more aggressive solutions will be needed to reach satisfactory levels of participation, retention, and graduation: "The challenge before Washington's education system is to find, recruit, and retain and graduate not only increasing numbers but also increasing proportions of minority students" (p.5) [Emphasis added].

Statewide Goals

Just as it has set long-term enrollment goals for the state, the HEC Board establishes measurable and accountable statewide goals for minority participation and achievement and diversity in the public higher education system. These goals are:

Enrollment

- Achieve, by the year 1995, an undergraduate participation rate in higher education for all ethnic/racial minority groups that equals or exceeds the average statewide participation rate for the 17 to 22 year old population from 1990 to 1995.

- Achieve, by the year 2000, a transfer rate for all ethnic/racial minority groups that equals or exceeds the average statewide transfer rate from 1995 to 2000.

- Achieve, by the year 2005, a graduate and professional enrollment rate for all ethnic/racial minority groups that equals or exceeds the average statewide graduate and professional enrollment rate from 1995 to 2005.

Retention

- Achieve, by the year 1995, a retention rate for all ethnic/racial minority continuing and transfer students that equals or exceeds the statewide retention rate for all continuing and transfer students for 1995.

Completion

- Achieve a completion rate for all ethnic/racial minority groups that equals or exceeds the statewide completion rate, as follows: by 2000 for baccalaureate degrees; by 2005 for master's degrees; and by 2010 for doctoral and professional degrees.

Employment

- Achieve, by the year 2010, employment rates for all ethnic/racial minority groups in faculty and executive, administrative, and managerial positions that equal or exceed their availability and reflect their proportional representation in the population.

- Develop, by 1992, procedures for evaluating promotion and tenure decisions to ensure that they address the underrepresentation of ethnic/racial minority groups.

Institutional Climate

- Develop a statement on valuing ethnic/racial diversity by 1991 and implement a campus policy on ethnic/racial harassment at each institution by January 1, 1992, or sooner if legally possible.

- Incorporate, by the year 1993, significant material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses.

- Demonstrate continued participation by presidents, trustees, regents, executive staff, and faculty leaders in policy seminars on combatting racism, valuing cultural pluralism, and managing diversity through 1995.

- Develop and begin offering workshops or seminars to staff, faculty, and student leaders on combatting racism, valuing cultural pluralism, and fostering diversity by 1992.

These goals serve as a guide for future HEC Board policies and initiatives and for individual institutional plans of action. They also provide a way to measure progress

which will be assessed by the HEC Board each year. The progress of each ethnic/racial group (and specific ethnic populations within a group when data are available) will be monitored and reported beginning in 1992.

The goals will be thoroughly reviewed in 1995 for modification or revision as the HEC Board determines at that time.

Institutional Action Plans

The individual institutions, acting in concert with the Board's Statewide Goals, are the only entities that can increase minority participation. Thus it is essential that each individual public institution of higher education set its own goals for minority participation and diversity for the next ten years, and outline a plan of action to achieve those goals. Institution and community college system plans should list specific, measurable goals in the five areas identified under "Statewide Goals" above, indicate their timetable for meeting these goals, and describe how that will be accomplished. There is no assumption that each institution will adopt all of the statewide goals in the same format or reach these goals by the same time, but the Board will expect that each will establish objectives and designate sufficient resources to move it aggressively forward in each of the designated areas, thereby contributing to progress statewide.

Conclusion

The residents of the state of Washington expect quality and excellence in higher education. Achieving that quality and excellence requires equitable participation by people of color. The Statewide Goals established here will help to insure that people of color achieve equitable participation in higher education as the state enters the 21st century. These goals can only be achieved through collaborative partnerships among the four-year institutions, the community colleges, the HEC Board, the State Board for Community College Education, the Council of Presidents, the Legislature, and the

Governor's Office. As a system and as individual human beings, we must make a commitment to minority participation and diversity which goes beyond mere words to rethinking budget and staffing decisions and to insuring that the professional climate in our offices and on our campuses encourages, not just tolerates, diversity.

CHARLES T. COLLINS
Chair

ANN DALEY
Executive Director

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way, GV-11 • Olympia, Washington 98504 • (206) 753-2210 • (SCAN) 234-2210

RESOLUTION NO. 91-5

WHEREAS, People of Color do not experience equity in participation and achievement in public higher education in Washington state; and

WHEREAS, The Higher Education Coordinating Board has, in the 1987 Washington State Master Plan for Higher Education, been charged with providing leadership in establishing and implementing policies and practices that ensure the full participation of people of color in higher education programs as students, faculty, staff, and administrators; and

WHEREAS, The Higher Education Coordinating Board has endorsed a set of comprehensive recommendations directed at the public four-year institutions to increase minority participation;

NOW THEREFORE BE IT RESOLVED, That The Higher Education Coordinating Board establishes a Policy on Minority Participation and Diversity, including statewide goals for increasing the participation of people of color in the public higher education system;

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board will annually monitor and report progress made toward these goals by the public four-year institutions and the community college system.

BE IT FURTHER RESOLVED, That the Statewide Goals will be updated as needed based on an analysis of progress in accomplishing these goals.

Adopted:
January 29, 1991
Attest:

Charles T. Collins, Chair

Mary C. James, Secretary